

COMPLETING YOUR RESPONSE

Note: Before completing your response, read through all of these directions and all of the prompts within the task.

For Step 1: “Assessment Selection and Planning for the Whole Class,” you will demonstrate your ability to select an assessment that addresses state-adopted academic content standards for students and that will measure student achievement of a learning goal(s) within a unit of study. In order for you to complete this step of your response, you will:

- Select a class and identify the content area, subject matter, state-adopted academic content standards for students, and unit of study with which you will be working. (*See the section “Making Choices” for guidance in selecting the class and unit of study.*)
- Identify whether you will use the assessment for an entry level, progress monitoring, or summative purpose.
- Select and describe the type of assessment you will use, such as verbal response, multiple choice, short essay, oral presentation, performance task, etc. (*See the section “Making Choices” for guidance in selecting an assessment.*)
- Discuss the evidence of student achievement that will be collected and the ways in which the evidence will document student progress towards the learning goal(s).
- Describe your plan for the implementation of the assessment, including the use of strategies, activities, student grouping, and resources.
- Explain how you will use the assessment results and provide feedback regarding student achievement of the learning goal(s) to the students and/or families.

For Step 2: “Learning about Students: Whole Class and Two Focus Students,” you will demonstrate your ability to learn about the characteristics of a class and two focus students. In order for you to complete this step of your response, you will:

- Select a student who is an English learner and a student with an identified special need. (*See the section “Making Choices” for guidance in selecting the two focus students.*)
- Collect and record information regarding the characteristics of the two focus students.
- Explain how the information will influence your instructional planning, including assessment, for the two students.

For Step 3: “Assessment Adaptations for Two Focus Students,” you will demonstrate your ability to determine any adaptations necessary to meet the needs of the two focus students. In order to complete this step of your response, you will:

- Consider what you learned about the two focus students. Describe adaptations you will make to the assessment design or implementation for each student.
- Explain your rationale for the adaptations.

For Step 4: “Giving the Assessment to the Whole Class, Including Two Focus Students,” you will demonstrate your ability to administer and analyze an assessment. In order to complete this step of your response, you will:

- Give the assessment to the class.
- Collect and score the evidence of student learning from the assessment.
- Submit copies of three student responses that represent the range of achievement on the assessment. Label them and explain why you selected each of the responses to represent the range of responses in the class.

- Submit copies of the two focus student responses.

*** Remember to procure signed release forms for any student work that you will submit. (See Chapter 10 of this Handbook.)**

For Step 5: “Analyzing Evidence of Student Academic Learning and the Assessment,” you will demonstrate your ability to analyze the results of the assessment for the class as a whole and for your two focus students. In order to complete this step of the response, you will:

For the class as a whole:

- Discuss what you learned from the assessment about your students’ progress toward achievement of the learning goal(s).
- Identify and explain any changes that you would make to the timing, format, collection of evidence, or type of assessment used.

For Student 1 (English learner) and Student 2 (student with an identified special need):

- Analyze each student’s response to the assessment.
- Discuss how this information will affect your future planning and instruction for the two students.

For Step 6: “Reflection on Assessment Implementation and Student Learning,” you will demonstrate your ability to reflect on what you learned about classroom assessment of learning goals. In order to complete this step of your response, you will:

- Read your responses to the prompts in Steps 1-5. Consider what you have learned in Task 3 about assessment.
- Identify and explain any changes that you would make to the assessment design or implementation in the future.
- Explain how you will use what you have learned about assessment in the future.
- Identify your goal(s) for increasing your knowledge and skill in assessment.

Note: Submit any artifacts used. Artifacts are any relevant materials that help the assessor to understand the assessment.. This includes the assessment, assessment directions, answer key, rubric, scoring guide, etc. All artifacts must be submitted as 8 1/2 x 11 inch pages. The number of teaching artifacts is limited to 7 pages.

Content selection requirements

If you are a candidate for a Multiple Subjects Preliminary Credential, you will choose science or history/social science for this task. If you are a candidate for a Single Subject Preliminary Credential, you will work within your content area, but with a different class and a different topic than in Task 2. See the next section, “Making Choices,” for guidance in selecting a class and a unit of study.

MAKING CHOICES

The suggestions in this section are designed to help you plan your responses and choose your evidence so that your best teaching practice will be evident to the assessors who will score your entries.

You have three important choices to make for this task: (1) selecting a class and a unit of study, (2) selecting an assessment, and (3) selecting two focus students within the class.

1. Selecting a Class and a Unit of Study

You need to collect and record information about students within a single class. If you are a candidate for a Multiple Subjects Preliminary Credential, choose a class within grades K-8. If you are a candidate for a Single Subject Preliminary Credential, choose a class within your content area that is different than the class you chose in Task 2. If you have more than one class from which to choose, it is important to select a class that gives you an opportunity to fully demonstrate your practice. For this reason, your best performing class may not be the best choice for this task.

You will be working with a unit of study that is within the content guidelines specified in the box above. The unit must address the state-adopted academic content standards for students and focus on learning goals that are measurable and assessable within the chosen period of time.

2. Selecting an Assessment

You need to consider where you are in the unit of study you have selected. If you are at the beginning of your unit, you will use the selected assessment for the purpose of collecting entry-level information. If you are in the middle of the unit, you will use the selected assessment for the purpose of progress-monitoring. If you are at the end of the unit of study, you will use the selected assessment for a summative purpose. You will need to specify for which of these three purposes your assessment will be used. You will then select the type of assessment to use, such as verbal response, multiple choice, short essay, oral presentation, performance task, etc. You may choose to design your own assessment or to adopt or adapt an assessment from another source. It is important that the selected assessment yields evidence of student learning that you can collect and analyze thoroughly. An assessment in which student responses yield limited evidence of student learning, such as a spelling test, may not be the best choice for this assessment.

3. Selecting Two Focus Students within the Class

Select two students within the class who are different than the students you chose for Task 2. Focusing on these two students as you progress through this task will allow you to demonstrate your ability to learn about and plan for students' individual learning needs. One of these students must be an English learner. The second student must be a student with an identified special need. Selecting students who have distinctly different learning needs, and therefore present different instructional challenges, is important, because it will give you the opportunity to demonstrate a broader range of skills in planning and implementing assessments than if you focused only on the class or on one type of challenge. It is important for you to choose students who give you an opportunity to discuss your assessment practice. Remember, the focus of this task is on your practice, not on the level of student performance or achievement on the assessment.